**K-5 Math Lesson Plan**

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| **Teacher:**  **Caldwell** | | | **Grade:**  **1st Grade** | | | **Date(s)**:  Day 3 -- task 1 |
| **Unit Title:**  Number and Operations in Base Ten | | | | **Corresponding Unit Task:**  Prior Knowledge: rote count to 100, identify read and write numbers 0-100. | | |
| **Essential Question(s):**  How do I count, read, and represent numbers 0-120? | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**  Manipulatives- in bag for them to count,  Numbers chart 0-120, fill in numbers of the Tree activity, masking tape, red and yellow counters | | **Student:**  100 or any amount of each manipulatives  to fill out frames, fill in the numbers for center, red and yellow counters | | | Manipulatives, number chart, group sets, ten frames | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  X 1. Make sense of problems and persevere in solving them.  X 2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  X 4. Model with mathematics.  X 5. Use appropriate tools strategically.  X 6. Attend to precision.  x 7. Look for and make use of structure.  X 8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:**  **Number and operation in base ten. Count, read and write numbers 0-120.** | | | | | |
| **I Can Statement(s):**  **I can count from 0-100.**  **I can create groups using ten frames.** | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  “talking up” the task “can you believe food lion wants us to help them? It looks the same as what we have been practicing! | | | | | |
| **Teacher Directed:**  Explanation of expectations | | | | | |
| **Guided Practice:**  performance task | | | | | |
| **Independent Practice:**  The teacher will prepare “bags” of peppermint candies for students to choose from and count contents to complete this task. The bags will include varied amounts of candies from 10-100 (Multiples of tens only). Each bag will be numbered and a few more bags than you students. Each student to count the peppermints and model the number using the tens frame on the recording sheet. Students will exchange bags from the box to complete the counting of three bags. | | | | | |
| **Closing/Summarizing Strategy:**  The students will then count to 100 starting with the total of the last bag they counted (for example –if they had 30 candies in bag three, the student would begin counting at 30 to 100). Teachers will approve the order for the Food Lion Shipment. If you have students ready to count to 120, an alternate recording sheet is provided. | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| Have students count past 120 Making sure student got a higher number | | | Making sure students smaller numbers in their bags | | |  |
| **Assessment(s):**  The whole task is the assessment for the first 3 days. | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |